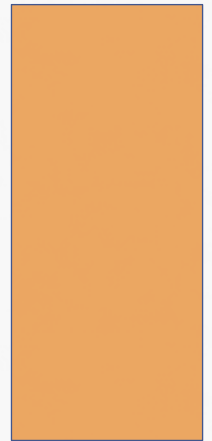


# MEETING THE NEEDS OF STRUGGLING LEARNERS

DAY TWO



Take a few minutes and review ideas, key words, etc. from our Day One workshop. Jot down ideas on pg.1.



# Give One, Get One

- Use the list of ideas you just generated.
- Move about room exchanging one of your ideas for one of a partner's.
- Add each idea to your list.
- Move to a new partner.



# Give One, Get One!

- Students brainstorm ideas on a particular concept/topic. (90 seconds)
- Students move about the room giving one idea to a partner, getting one idea from a partner.
- Students move about the room exchanging ideas for a set amount of time.
- Teacher conducts class discussion, asks students to categorize or summarize their lists.

# Agenda

- Day One Follow-up
- INCLUDE- Strategy for Identifying Student Supports
- Instructional Strategy Reflection & Sharing
- Lunch
- Focus on Assessment
- Work/Collaboration Time
- Closure

# Today...

We Are Learning to (WALT):

- Identify more strategies to use to advance the learning of all students.
- Reflect on what is currently working with struggling learners & share with others.
- Understand the role of assessment & use appropriate assessment methods with all students.

# Section 504 of the Rehabilitation Act in Public Schools

Prepared for the Struggling Learner Workshop

By Daneyelle Jordan, Ph.D., NCSP

1/28/2014

# Purpose of Section 504

- \* Prohibits discrimination based on disability
  - \* Each federally funded school district must ensure that no student shall, on the basis of race, religion, creed, color, marital status, sex, sexual orientation, national or ethnic origin, or disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any district program or activity.
- \* Enforced by the U.S. Department of Education, Office of Civil Rights



# Section 504 Eligibility

- \* Protects all persons with a disability who:
  1. have a physical or mental impairment which substantially limits one or more major life activities;
  2. have a record of such an impairment; or
  3. are regarded as having such an impairment.

# “Physical or Mental Impairment”

- \* Includes but is not limited to:
  - \* any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genitourinary; hemic and lymphatic; skin; and endocrine; or
  - \* any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.
- \* ... has an observable affect on the ability to access or participate in some aspect of the academic, non-academic, extracurricular, or ancillary programs.

# “Major Life Activities”

- \* Include but are not limited to performing manual tasks, seeing, hearing, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.
- \* Also include major bodily functions such as such as the functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

# “Substantially Limits”

- \* To fall within the protection of Section 504, a person's physical or mental impairment must have a substantial limitation (temporary or permanent) on one or more major life activities.
- \* Though, the term “substantially” is not defined.

# “Mitigating Measures”

- \* The determination of whether an impairment substantially limits a major life activity shall be made without regard to the ameliorative effects of mitigating measures.
- \* Some examples provided by legislation include:
  - \* Medication, medical supplies, equipment or appliances, low-vision devices (not including corrective lenses), prosthetics including limbs or devices, mobility devices, or oxygen therapy equipment and supplies;
  - \* Use of assistive technology;
  - \* Reasonable accommodations or auxiliary aids or services; or
  - \* Learned behavioral or adaptive neurological modifications

# Section 504 and IDEA

- \* The definition of a disability under Section 504 is much broader than the definition under the IDEA.
- \* All IDEA students are also covered by Section 504, but not all Section 504 students are eligible for services under IDEA.



\* Taken from [www.wrightslaw.com](http://www.wrightslaw.com)

# Section 504 and IDEA

- \* Comparison chart handout

Questions?



# DAY ONE FOLLOW UP

- Chuck/Joy

STUDENTS CAN  
HIT ANY TARGET  
THEY CAN SEE  
AND WHICH  
STANDS STILL  
FOR THEM.

-Rick Stiggins



# UNWRAPPING STANDARDS

- Make sense of the standards.
- Provide direction for planning.
- Determine exactly what is most important for students to 1) know (the concepts or content) and 2) be able to do.

# HOW WE UNWRAP STANDARDS

- Determine which standard to unwrap.
- Underline the key concepts (nouns and noun phrases) and circle the skills (verbs).
- Organize concepts and skills in a graphic organizer or curriculum map.

CC 6 RL 1: **Cite** strong and thorough textual evidence to **support** **analysis** of what the text says explicitly as well as inferences drawn from the text.

What are higher order **VERBS?** These suggest skills to be mastered.

**Cite**

**Support analysis**

What are the key **NOUN (CONCEPTS)** and what do they suggest about big ideas?

**textual evidence**

**Inferences**

**What text says**

What key facts (knowledge) must students know?

Definitions: explicitly, inference, textual evidence, support

The facts stated in the text

What must students be able to do?

Provide a neutral summary of what the text says

Notice evidence that allows them to read between the lines

**Standard:**

**Students should know (Content):**  
(facts, vocab, formulas, etc.)

Students should be able to (Skills):

**Students should understand (Concepts):**  
(Big ideas, enduring understandings)

**Learning Targets**

1. I can...

2. I can...

3. I can...

## **Standard:**

**CCSS ELA Grade 3: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)**

### **Students should know (Content):**

**(facts, vocab, formulas, etc.)**

- definitions of theme, setting, plot, series, character, author**
- what it means to compare and contrast (similarities & differences)**

Students should be able to  
(Skills):

- Identify theme, setting, plot, character
- Compare/contrast literary devices above
- Complete a graphic organizer

### **Students should understand (Concepts):**

**(Big ideas, enduring understandings)**

- How authors use literary devices to convey a message to readers**
- How books in a series are alike and different**

### **Learning Targets**

**1. I can...**

**2. I can...**

**3. I can...**

# COMPARISON MATRIX

Story Elements	Ramona the Pest	Ramona the Brave	
1. Theme			Similarities
			Differences
2. Setting			Similarities
			Differences
3. Plot			Similarities
			Differences



# ACCOMMODATIONS

- CHANGES made to instruction and/or assessment intended to help students fully access the general education curriculum without changing the instructional content.
- Provide equitable instruction and assessment for students by reducing or eliminating the effects of the “disability.”



# REMEMBER

- Accommodations **DO NOT CHANGE** or **REDUCE** the learning expectations in regard to the goal being addressed or assessed.
- In general, the resulting student product with accommodations is equal to the student product without accommodations.



# ACCOMMODATION EXAMPLES

- Providing more time to complete work
- Allowing movement
- Allowing use of a calculator
- Allowing oral responses instead of written responses
- Providing study guides before tests



# MODIFICATIONS

- Alterations made to instruction and/or assessment that **change, lower, or reduce** learning or assessment expectations.
- Frequently, the resulting student product is **not equal** to the student product without modifications.



# MODIFICATION EXAMPLES

- Provide alternative books with similar concepts but at an easier reading level.
- Testing on only key concepts.
- Adapting or simplifying texts for lower level of understanding; modifying content areas by simplifying vocabulary, concepts and principles.





# EXAMPLE

- **Accommodation:** If a student in a math class has a processing disorder and, as a result, he produces work much more slowly, an accommodation might be that he would only be required to complete ten questions on an assignment or test instead of twenty. However, those questions would include all of the content knowledge the student was expected to learn and master.
- **Modification:** If a student was unable to master the content, even with accommodations, then the teacher would have to modify the content expectations. This student might do ten or twenty questions on an assignment or test, but he would only focus on addition and subtraction, not the broad range of knowledge that the rest of the students are expected to master.

The key to determining what is an accommodation vs. a modification is for the teacher to have analyzed the core standards' requirements for the courses they are teaching. Teachers should be able to identify the essential learning and skills students should be able to demonstrate for proficiency. Once a teacher **has identified the essential learning and skills**, it is easier to determine if the support being provided to a student is making learning accessible and allowing them to demonstrate mastery of the content, or if the support is modifying the actual content knowledge expectations.

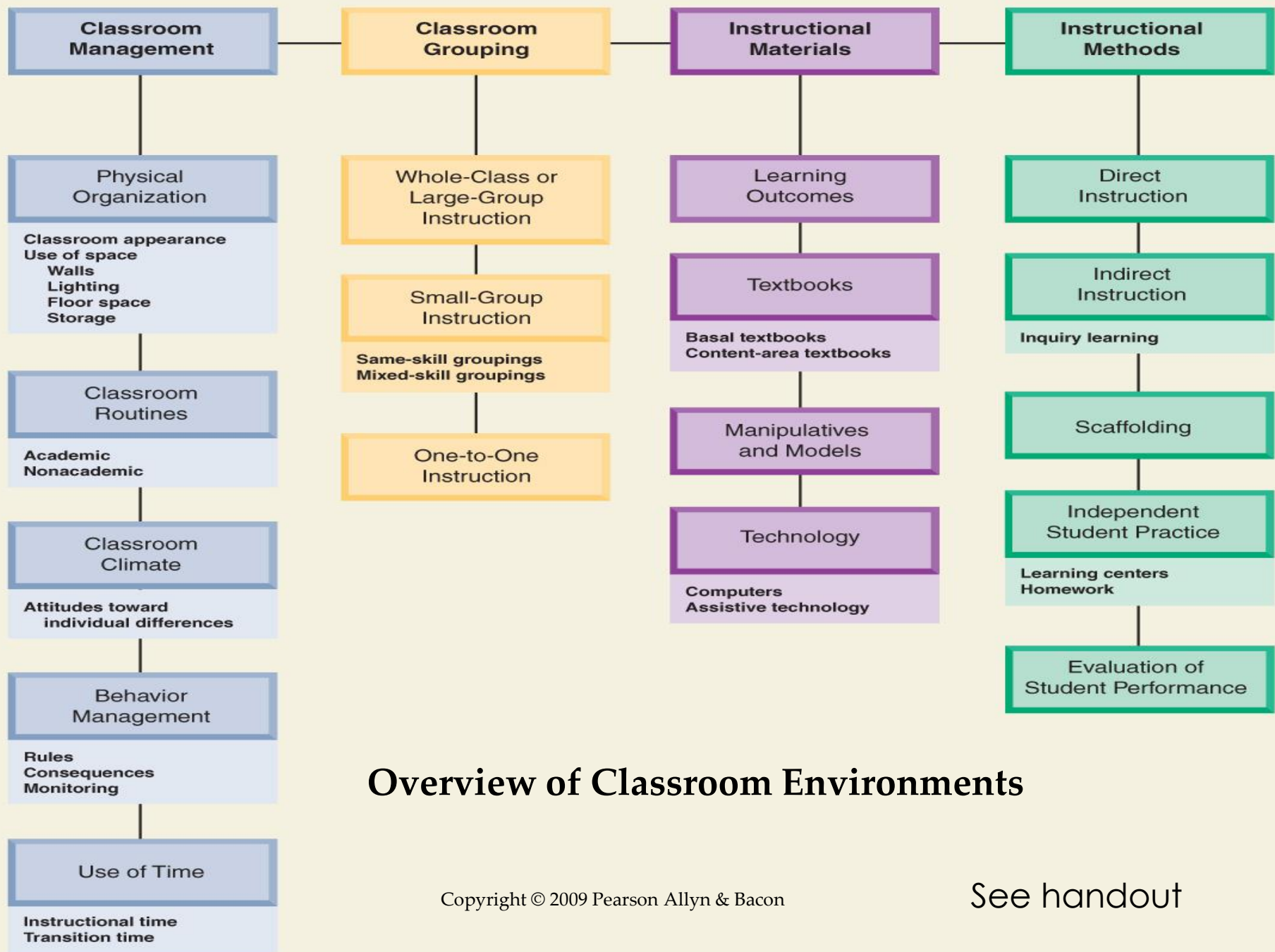
# SUMMARY

**Accommodations** level the playing field and focus  
(HOW)

**Modifications** change the field your playing on  
(WHAT)





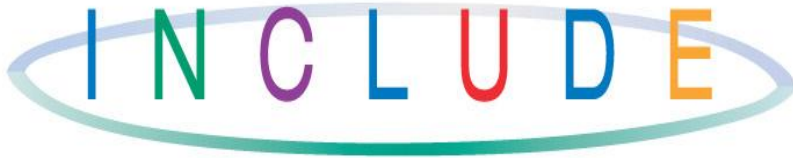


## Overview of Classroom Environments

# INCLUDE STRATEGY



# INCLUDE STRATEGY



- Step 1*    **I**dentify classroom demands.
- Step 2*    **N**ote student learning strengths and needs.
- Step 3*    **C**heck for potential areas of student success.
- Step 4*    **L**ook for potential problem areas.
- Step 5*    **U**se information to brainstorm ways to differentiate instruction.
- Step 6*    **D**ifferentiate instruction.
- Step 7*    **E**valuate student progress.

# IDENTIFY CLASSROOM DEMANDS

## STEP 1

Allows teachers to anticipate and explain problems a student might experience





# STUDENT STRENGTHS AND NEEDS

## STEP 2

- Academics
- Social-emotional development
- Physical development



# CHECK FOR POTENTIAL SUCCESSES

STEP 3

- Analyze student's strengths in view of classroom demands
- Find activities or tasks that student can do successfully

# LOOK FOR POTENTIAL PROBLEMS

## STEP 4

- Analyze student's needs in view of classroom demands
- Identify learning needs
- Find mismatches that act as barriers to success



# USE INFORMATION TO BRAINSTORM

STEP 5

## Ways to differentiate instruction

- Content
- Process
- Product





# DECIDING WHICH STRATEGIES TO IMPLEMENT

Step 6

- Select age-appropriate strategies
- Select the easiest approach first
- Select changes you agree with
- Give students choices
- Select strategies proven to be effective

# EVALUATE STUDENT PROGRESS

STEP 7

- Grades
- Observations and analysis
- Portfolios
- Assessments
- Ratings by teachers, students, parents

# INSTRUCTIONAL METHODS

SEE LAST COLUMN ON CHART HANDOUT

# INSTRUCTIONAL METHODS

- Direct instruction
- Indirect instruction
- Scaffolded instruction
- Independent practice
  - Homework
- Student evaluation

# DIRECT INSTRUCTION STEPS

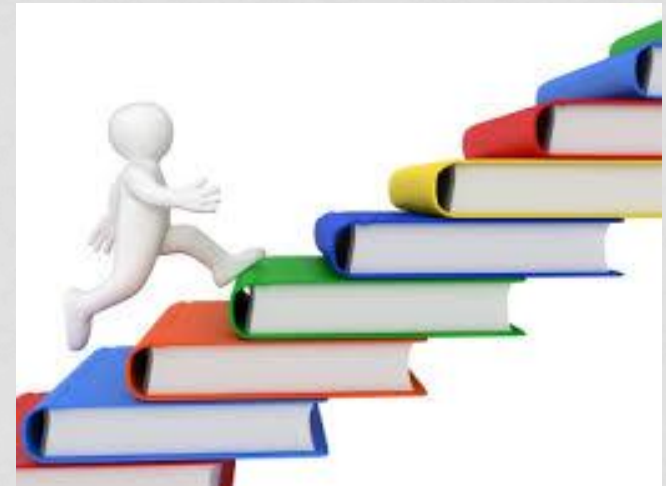
- Review previous day's work (review)
- Present new content or skills
- Provide practice, check for understanding
- Give feedback and correction (reteach)
- Allow for independent student practice
- Review frequently

# INDIRECT INSTRUCTION METHODS

- Students are naturally active learners
- Students are capable of constructing meaning on their own
- Inquiry (or discovery) learning – situations requiring initiative and exploration
- Skills needed for success include classroom behavior, social, group coping, inquiry, and academic skills

# SCAFFOLDING STEPS

- Present the new cognitive strategy
- Regulate difficulty during guided practice
- Provide varying contexts for practice
- Provide feedback
- Increase student responsibility
- Provide independent practice



# INDEPENDENT PRACTICE GUIDELINES

- Practice **only** skills already learned
- Need desire and reason to learn skills
- Individualize practice
- Be specific and systematic
- Stress much practice on a few skills
- Organize for high levels of success
- Allow for immediate feedback



# THE PREDICTIVE POWER OF MINDSET

## Fixed

- Success comes from being smart
- Genetics, environment determine what we can do
- Some kids are smart, some aren't
- Teachers can't override students' profiles

## Growth

- Success comes from effort
- With hard work, most students can do most things
- Teachers can override students profiles
- A key role of the teacher is to set high goals, provide high support, ensure student focus- to find the thing that makes school work for the student

# INSTRUCTIONAL STRATEGIES

	Guided Notes	Graphic Organizers	Pre-teaching/ Re-teaching	Tiered Assignments	Other Strategies
How do I Use It					
Questions I Have about this Strategy/ Challenges I Face					
New Ideas for Using this Strategy				See green chart	

# LIGHTBULB LUNCH

- Reflect on this morning.
- What was your lightbulb moment?
  - strong personal connection
  - something that stuck with you
  - a revelation or new idea
- Write your thought on the lightbulb.
- Post lightbulb on board.

**NOTE TAKING**



**IN 2012**

# GUIDED NOTES

- A guided listening tool that provides a format for recording important information and a guide for taking notes.
  - Chart
  - Web
  - Outline
- Vary the way the skeletal outline is used:
  - Have some students use it for guided listening
  - Have some students write paragraphs from different kinds out outlines
  - Have some students use it in place of study guides

See green packet

# STRUCTURED STUDY GUIDE

- Structured study guide is a tool for guided reading that provides structure and location clues to help students read for understanding and information.
- Differentiate study guides by:
  - Not using word banks
  - Eliminating page numbers
  - Turning statements into questions
  - Eliminating headings and having students supply them

See green packet



# WHEN CREATING STUDY GUIDE...

- Include page number and clues
- Use headings and subheadings
- Keep the information in the same sequential order as the text
- Underline key words in the statements
- Use incomplete statements rather than questions
- Closely parallel the wording in the text



See green packet



# GRAPHIC ORGANIZERS

“ For learning to be meaningful, it needs to be organized in small, meaningful chunks that aid memory and promote retention.”

(Sousa, D.A., 1995)

- Model how to use and provide guided practice
- Repeated usage assists students in being able to associate a thinking process with a visual format.

See green packet

# GRAPHIC ORGANIZERS

- Present information in chart, graph, or pictorial form to help students:
  - draw conclusions
  - Identify cause and effect
  - categorize ideas
  - sequence events
  - show relationships
  - organize thoughts

See green packet

# PRE-TEACHING

- Pre-teaching usually includes teaching key component skills one-three days prior to working with the lesson or unit.
- Works best when paired with direct instruction.
- “Chunking” material.



See green packet

# RE-TEACHING

- “Teaching again” content that students failed to learn.
- In order for it be effective, teachers **MUST** use a different approach from the one they initially used.
- The approach should build on previous activities but focus on the omissions or errors in student thinking.



See green packet



# TIERED LESSONS WITHIN THE CLASSROOM

## Group 1: Guided Reteach



## Group 3: Enrichment

See green packet



## Group 2: Reinforcement



# TIERED ASSIGNMENTS

- Instructional strategy in which students work towards common learning goal
- Tasks are at different degrees of difficulty
  - Teacher creates multiple versions
  - Tasks are always a little too hard for students
  - Appropriate support systems in place to allow students to be successful

See green packet

# THE FOLLOWING CAN BE TIERED:

- Assignments
- Activities
- Centers and Stations
- Learning Contracts
- Assessments
- Materials
- Experiments
- Writing Prompts
- Homework

See green packet

Complete the task that corresponds to the color on your card.

### Task #1

- Read the definition of Tiered Assignments.
- Highlight key words.
- Paraphrase in your own words.

### Task #2

- What are Tiered Assignments?

### Task #3

- Compare and contrast Tiered Assignments with Whole Group Assignments.



# Tiered Activities / Assignments:

## A Framework for Design

*When designing a tiered activity / assignment use these ideas as a guide:*

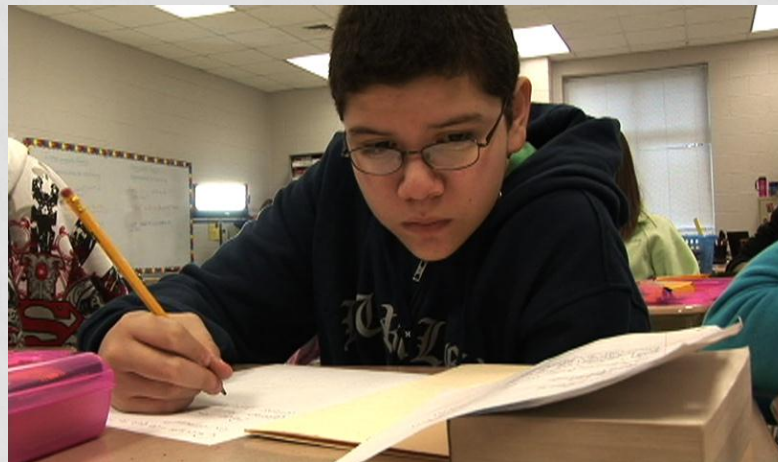
<b>Tiers</b>	<b>Questioning Cues</b>	<b>Possible Products</b>
<b>Tier 1 Activities / Assignments</b>	Describe, name, define, label, select, identify, write, describe, memorize, recite, list, draw, match, illustrate, explain, compare, paraphrase, defend, predict, restate, summarize	Dictionary, skit, diagram, collage, television show, newspaper, speech, graph, story, radio program, outline
<b>Tier 2 Activities / Assignments</b>	Classify, collect, produce, solve, model, apply, examine, survey, distinguish between, categorize, select, interpret, infer, separate, investigate	Survey, questionnaire, report, model, an idea broken into parts, mobile, painting, puzzle, diagram, map, illustration, forecast, project, sculpture, solution
<b>Tier 3 Activities / Assignments</b>	Invent, judge, evaluate, give opinion, hypothesize, imagine, prioritize, critique, what if, recommend, plan, weigh, assess, compose, develop, role-play, create, summarize	Set of rules, an alternate course of action, invention, detailed report, poem, experiment, cartoon, game, trial, self-evaluation, debate or group discussion, a hypothesis formulated and tested

See green packet

# ASSESSMENT

# PURPOSE OF ASSESSMENT

- Identify areas of weakness either with individuals or small and whole groups.
- Results drive good instructional practices.
- Have little to do with the student performing or not performing, but **everything** to do with what a teacher is going to do with the information.



# TYPES OF ASSESSMENTS

- Summative Assessments
- Formative Assessment
- Benchmark Assessments
- Diagnostic



# CHANGES TO TESTING PROCEDURES

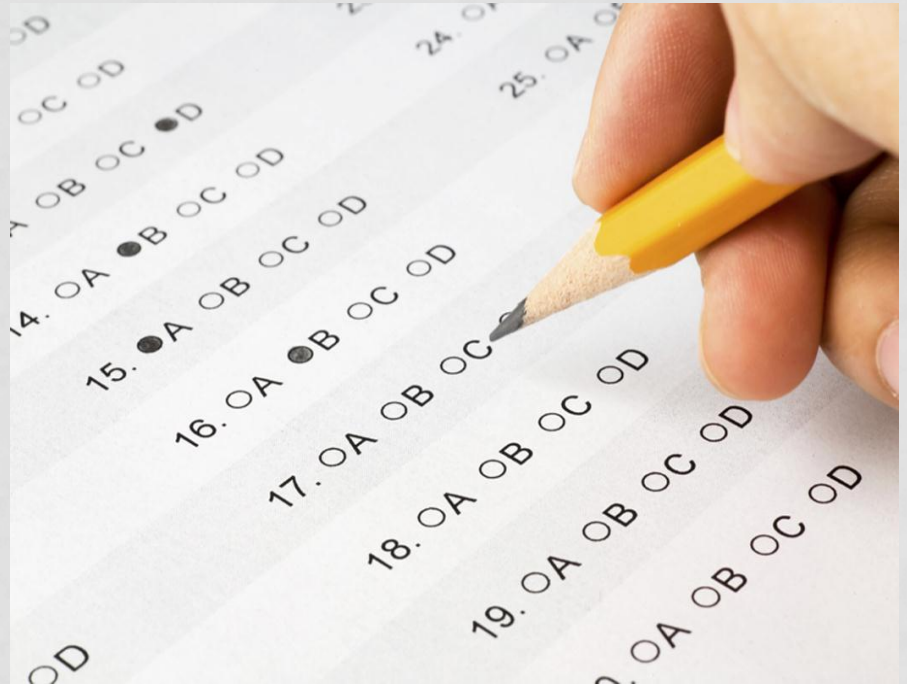
- Time
- Length
- Frequency
- Content
- Level of Assistance





# ALTERNATIVE WAYS TO TEST

- Projects
- Manipulatives
- Oral Test
- Class Discussions
- Portfolio
- Performance Evaluations
- Checklist
- Personal Interview



# ALTERNATE QUESTION FORMATS

- Matching
- Multiple Choice
- True/False
- Short Answer





# MATCHING QUESTIONS GUIDELINES

- Present sets of questions and answers in small groups (no more than 5-8 in a set)
- Provide only one extra answer if you feel the need to
- Underline the clue words
- Use CAPITAL letters
- Put the definitions on the left and the words on the right

# CONVENTIONAL MATCHING

- |             |   |
|-------------|---|
| 1. Mountain | a. Land is wet like a sponge              |
| 2. Swamp    | b. Highest type of land on earth          |
| 3. Canyon   | c. Flat land with no mountains or valleys |
|             | d. Deep narrow valley cut in the land     |

# MODIFIED MATCHING

1. Land is wet like a sponge
2. Highest type of land on earth
3. Deep, narrow valley cut in the land

A. Swamp

B. Canyon

C. Mountain

# MULTIPLE CHOICE QUESTIONS

- List the choices in vertical columns
- Eliminate the use of combination answers such as “all of the above”, “A and B”
- Offer fewer choices or eliminate similar choices
- Use CAPITAL letters for choices
- Avoid absolutes (e.g., all, always, every, no, never, none, only)

# CONVENTIONAL MULTIPLE CHOICE QUESTIONS

Hurricanes often change the shape of the land here.

- a. Everglades   b. Rocky Mountains   c. Outer banks   d. B and C   e. None of the above

# MODIFIED MULTIPLE CHOICE QUESTIONS

Hurricanes often change the shape of the land here.

- A. Everglades
- B. Outer Banks

# TRUE/FALSE QUESTIONS

- Use simple straightforward statements
- Avoid negative or comparative words
- Underline the key words that make the statement true or false
- Use “yes” or “no” instead of true and false





# TRUE/FALSE QUESTIONS

- **Conventional**

*Anti-prohibitionists believed that alcohol was not a problem to society.*

- **Modified**

Prohibitionists believed that alcohol **was** a problem to society.

# WRITTEN TESTS

- Provide a word bank of possible answers
- Provide part of the answer
- Do not count spelling errors
- Give a separate spelling test
- Provide an organizer for the student to complete

# WRITTEN TESTS

- Ask students to complete a sentence stem
- Ask students to list a certain number of answers
- Ask students to complete a chart
- Break multiple questions into separate questions

# SHORT ANSWER

## Conventional Short Answer

What are two ways that the land can erode?

- A. \_\_\_\_\_
- B. \_\_\_\_\_

## Modified Short Answer

What are two ways that the land can erode?

- A. By \_\_\_\_\_ washing away the soil
- B. By \_\_\_\_\_ blowing away the soil

# ESSAY QUESTIONS

- Give the questions a few days ahead of time and allow students to prepare answers using their books
- Allow students to use their books during the test
- Allow students to dictate answers
- Provide an idea bank or list of topics to include in their answer

# RESPONSE ACCOMMODATIONS

Response accommodations allow students to complete assignments, tests, and activities in different ways or to solve or organize problems using some type of assistive device or organizer

- Scribe/AT device
- Speak into a tape recorder
- Visual & graphic organizers





# ORAL TESTS

- Read the test and have the students respond either orally or in writing
- Allow the students to draw a picture illustrating key concepts and then explain to the teacher
- Allow the students to draw a comic strip showing major events in sequence and explain to the teacher/class



# SIMPLIFICATION OF RESPONSE LEVEL

- Provide recall cues for students with memory difficulties
  - First letter clues
  - Mnemonic devices
- Design questions that require the student to answer on a knowledge or comprehension level only.
- Use methods that require students to recognize the correct answer
  - Multiple choice
  - word, phrase, or sentence banks

# SIMPLIFICATION OF RESPONSE LEVEL

- Knowledge level: Use the chart below to list 3 things you know about the Rocky Mountains and 3 things you know about the Canyon lands

Rocky Mountains

---

---

---

Canyon Lands

---

---

---

# SPELLING TESTS

- **Typical Spelling Test Direction**
- **Modified Spelling Test Directions:** Listen to the word. Circle the one that is spelled correctly.

1. Saturday	Saterday
2. Thogh	though
3. Thot	thought


# FORMATIVE ASSESSMENT

**Form**ative – to form – to shape learning

- In the moment assessment.
- Real time.
- Adjusting and adapting as you teach.







“When the cook tastes the soup it is formative. When the guests taste the soup it is summative”.

Hattie 2012



# Assessment of Learning

vs.

# Assessment for Learning (AfL)

Assessment <u>of</u> Learning	Assessment <u>for</u> Learning (AfL)
What already happened	What is happening currently
Summative Diagnostic	Formative
Does it lead to change in instructional practices?	Leads to minute by minute, day by day adjustment to teaching. Short term-long term.

# FORMATIVE ASSESSMENT

*It is not the content of the assessment or when it is administered that makes an assessment formative. It is how the results are used, or what happens after the assessment, that determines whether or not it is part of a formative process.*

*-Richard DuFour*

# FORMATIVE ASSESSMENT

- Three things must occur for the assessment to be formative:
  - It is used to identify students who are experiencing difficulty
  - Those students are provided additional time and support to acquire the intended skill or concept.
  - Students are given another opportunity to demonstrate that they have learned.

# THE IMPORTANCE OF FEEDBACK

Dylan William

# THE ROLE OF SELF-ASSESSMENT

- Involves the student in the learning process.
- Student is aware of learning target and where he/she is in terms of hitting the target.
- Student can reflect on learning.
  - Revisit “I can” statements. Scale of 1-5.
  - Conference with teacher.
  - Plan next steps in learning.

# FORMATIVE ASSESSMENT STRATEGIES

Create ownership in the learning:

- WALT (We are learning to) and WILF (What I'm looking for)
  - WALT- Puts the learning goal in student friendly terms.
  - WALT & WILF- Allows student to better understand what is expected of him/her.
  - WILF- Gives student specific criteria that will allow him/her to be successful.
- What did we learn today?
  - Five minutes before the end of class, students produce a list of things they have learned that day.



# WORK TIME CHOICES

- Use the INCLUDE strategy to identify supports for a student that is struggling.
- Design a tool to use with your struggling learner.
- Modify an upcoming assignment or test utilizing some of the strategies shared today.
- Reflect on your use and system of assessment
  - Role of feedback
  - Self-assessment

# CLOSURE

WHIPAROUND